

School of Education and Health

Strategic Plan 2024-2029



Acknowledging Land and Peoples

Cape Breton University respectfully acknowledges its campus is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People. This territory is covered by the “treaties of peace and friendship”, which Mi'kmaq and Wolastoqiyik (Maliseet) peoples first signed with the British crown in 1726. The treaties did not deal with the surrender of lands and resources but, in fact, recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations.



Cape Breton University also acknowledges peoples of African descent whose distinct histories, legacies, and contributions have enriched that part of Mi'kma'ki known as Nova Scotia for more than 400 years.

Contents

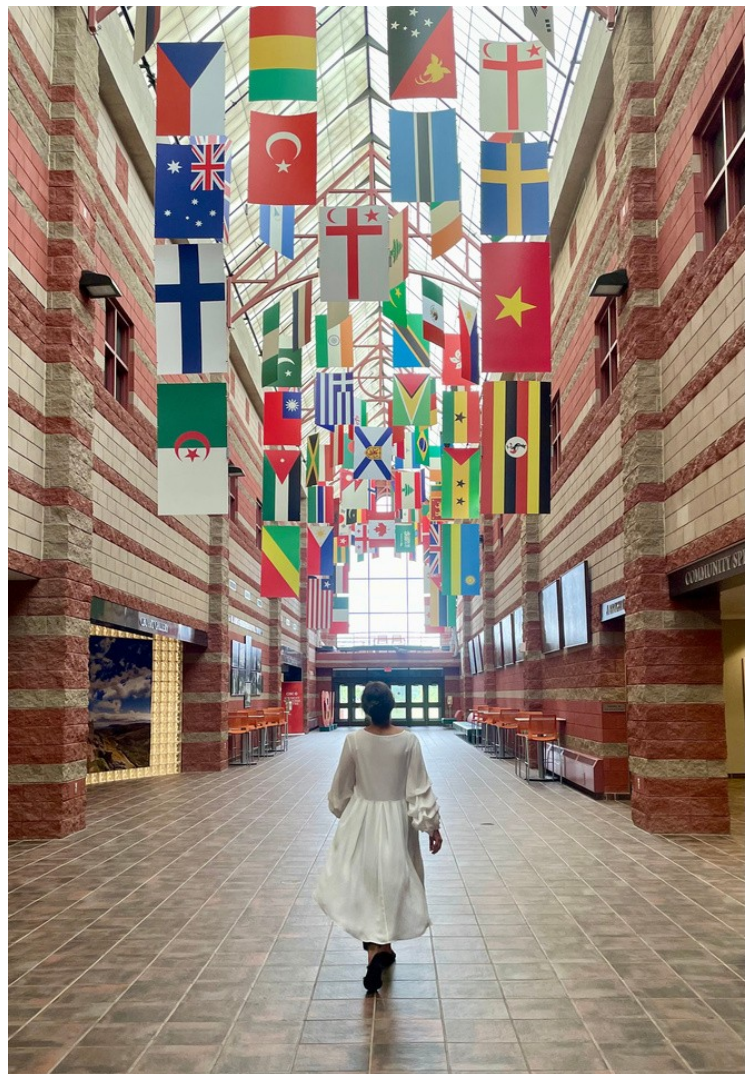
1. Message from the Dean
2. School Ethos
3. Commitment to Individual, Community, and Planetary Well-being
4. Strategic Priorities
 - a. Centring Community
 - b. Growing Our Future
 - c. Celebrating Differences
5. Connect with Us



Message from the Dean

We are a vibrant community of passionate educators and experienced practitioners who value education and health as integral to the creation of individual, community, and planetary well-being. Guided by CBU's Graduate Attributes, we offer learning opportunities that cultivate creativity and curiosity, while nurturing well-being and good relations with people and planet. We do this by prioritizing the needs of our students while fostering the development of both local and global communities. This commitment is evident across our many undergraduate, post-baccalaureate, and graduate programs. Valuing diversity of perspective as a rich source of learning, we are deeply committed to fostering socially equitable spaces, and we centre this commitment in our courses, programs, and community contributions. Cape Breton University has the distinction of having been born of such community commitment, and this legacy continues to drive us forward in the School of Education and Health. In this spirit, the 2024 - 2029 Strategic Plan was written collaboratively with Department Chairs, faculty, and staff within the School of Education and Health to acknowledge the various ways that our diverse departments and community connections pursue a shared mission and to articulate how we individually and collectively live our values. This strategic plan, aligned with those of the university, will guide our growth during the next five years.

Ellyn Lyle, Ph.D.
Dean, School of Education & Health



School Ethos

Mission

The School of Education and Health fosters healthy and sustainable futures by cultivating creativity and curiosity, and nurturing well-being and good relations with people and planet, while encouraging a high level of professional integrity.

Vision

Locally grounded, globally motivated

Values

Teaching and Learning Excellence. The School of Education and Health is committed to inclusive, inspirational, and creative pedagogies that position life as co-curricular.

Thoughtfulness. The School of Education and Health cultivates ongoing and relational thoughtfulness to promote and advance equity, diversity, inclusion, accessibility, and decolonization.

Sustainability. The School of Education and Health promotes rigorous study and applied practice with the aim of creating healthy and sustainable futures for people and planet, including our more than human relations.

Praxis. The School of Education and Health actively promotes the always evolving intersection of theory and practice to encourage deep considerations alongside their practical applications.

Commitment to Individual, Community, and Planetary Well-being

The School of Education and Health (SEH) is committed to promoting individual, community, and planetary well-being in and through its teachings, research, and community engagement. The School supports the spirit of the seventeen United Nations Sustainable Development Goals¹ that recognize the intersectionality of socio-ecological issues. As such, the SEH is committed to providing each student with genuine opportunities to succeed in their studies through inclusive admissions processes and culturally responsive pedagogy and curricula. The SEH is also committed to contributing to social and ecological justice more widely. This is pursued by helping students develop diverse ways of knowing, doing, and being that enable them to take responsibility and promote socio-ecological justice in society, in their professional practices, and as members of multiple communities.



¹ Agreed by the UN General Assembly Summit in September 2015

Strategic Priorities



Centring Community



Celebrating Differences



Growing our Future

Aims and Goals

Meet with Unama'ki Elders, Culture Bearers, and Knowledgekeepers to explore how we might be of service in both education and health.

Explore possibilities to extend service with/in broader communities to support local flourishing.

Centring Community

The School of Education and Health promotes rigorous study and its innovative application to foster development with/in students, schools, workplaces, and the communities that support them. We do this to enrich the teaching and learning experience, to cultivate a culture of contribution, and to promote mutual flourishing.



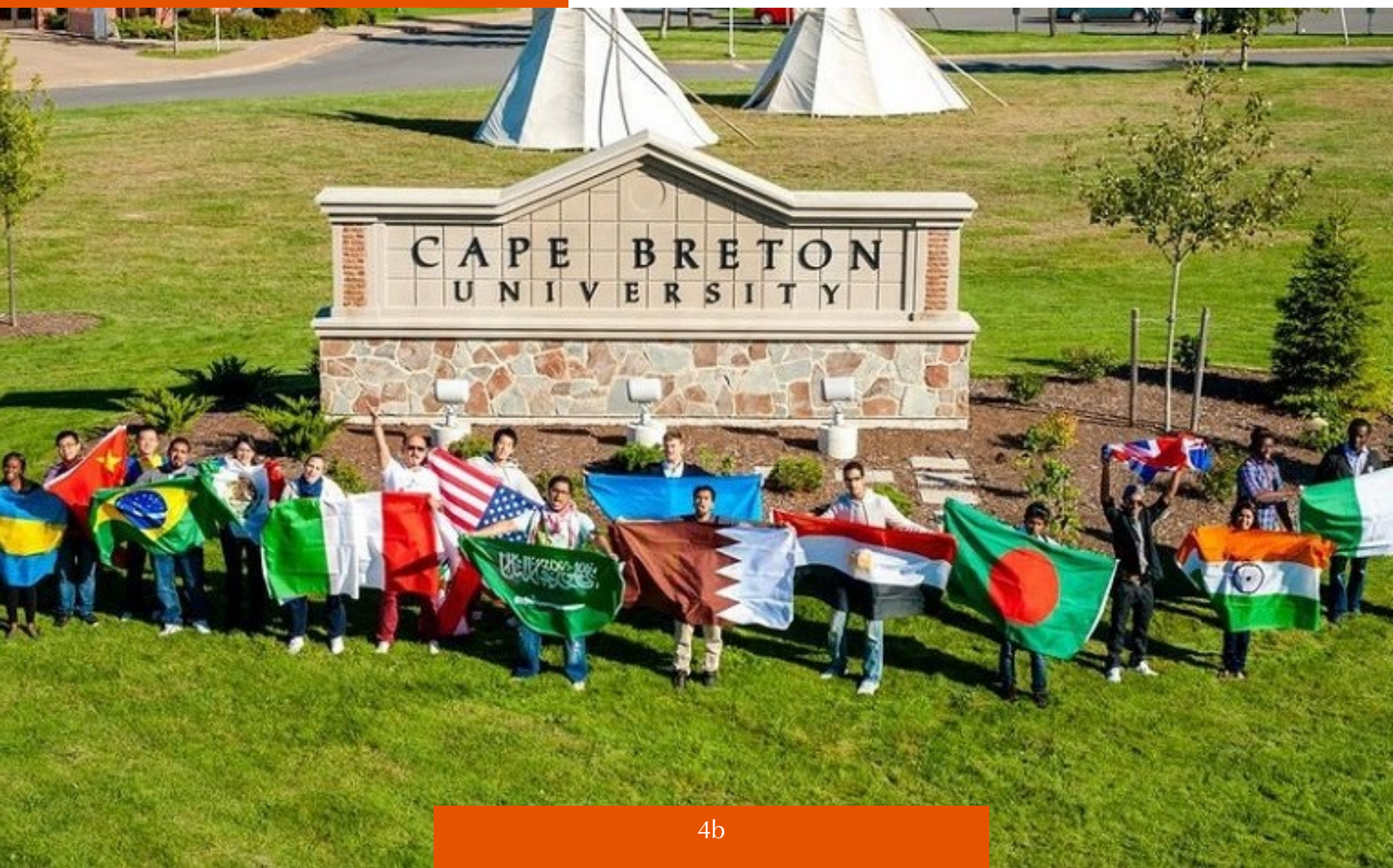
Aims and Goals

Undertake curriculum revitalization to intentionally centre lived experiences as co-curricular with the aim of supporting decolonization and culturally relevant approaches that inform pedagogies, content, assessment, and design.

Improve diverse representation in faculty, staff, students, and committees.

Celebrating Differences

The School of Education and Health is committed to offering quality learning opportunities that bridge theory and practice to prepare students to serve diverse populations across multiple contexts. Through critical practices that promote and advance equity, diversity, inclusion, accessibility, and decolonization, we embrace differences as we learn with and through each other.



Aims and Goals

Add three new graduate degrees in education (Critical Curriculum Studies; Holistic School Health and Well-being; Digital Pedagogies) and explore possibilities to develop a terminal degree in education.

Pursue pathways to develop innovative programs in health sciences to boost domestic enrolment and respond to community needs.

Growing Our Future

Aligned with CBU's Strategic Academic Plan, the School of Education and Health is investing in the development of graduate studies to offer multiple pathways and maximum flexibility for our students. Our focus is on areas of study that support equitable and sustainable programming, centring learners and their lived and living experiences.





Cape Breton University



@cbuniversity



cbuniversity



Cape Breton University

